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HIRING STANDARDS AND JOB PERFORMANCE

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HIRING STANDARDS AND JOB PERFORMANCE

U. S. DEPARTMENT OF LABOR

Manpower Administration

PREFACE

This monograph was written by Professors Daniel E. Diamond and Hrach Bedrosian, both of New York University's School of Commerce. It is one of a series published by the Manpower Administration of the U.S. Department of Labor on research conducted under title I of the Manpower Development and Training Act of 1962 and funded by the Department of Labor. It is based on the authors' contract research study, "Industry Hiring Requirements and the Employment of Disadvantaged Groups." Copies of the report may be purchased from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (Accession No. PB191278; \$3 for paper copy, 65 cents for microfiche).

The 1960's were, for the most part, a decade of prosperity and full employment. Many employers reported shortages of workers in certain occupations, some of which were at the less skilled or entry level. Yet high unemployment and underutilization of manpower persisted among undereducated, low-skilled workers, many of them minority group members.

The need of employers for productive workers and the need of the disadvantaged for jobs led New York University's School of Commerce under Manpower Administration sponsorship to undertake a study of the role which employer hiring standards play in this labor market imbalance. Ten major entry and near-entry level occupations, where labor shortages were reported, were selected for study simultaneously in the New York and St. Louis Standard Metropolitan Statistical Areas (SMSA's). The occupations included five white-collar jobs (bank teller; cashier-checker; hotel clerk; salesperson, parts; and shipping and receiving clerk); four blue-collar jobs (arc welder; press feeder; production-machine operator; and wireworker); and one service occupation (orderly). The various occupations were studied in different industries, representing 14 industry groups.

The findings led to the development of a set of hiring standard guidelines for each occupation. The findings and the guidelines are presented here in the hope that many employers will find them helpful in selecting workers who can perform acceptably in jobs for which manpower is scarce.

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THE NATURE OF HIRING STANDARDS

During the last two decades there has been a tendency for employers to raise hiring standards for less skilled jobs. Many have cited the increasing complexity of jobs caused by advancing technology. Others have taken advantage of the rising educational level of American workers. Some have wished to raise the tone of their businesses in terms of some standard of community acceptability. Still others have had the understandable objective of hiring the "best qualified" workers possible. In particular, the high school diploma has become a symbol of a more highly motivated and versatile job applicant than the person who did not complete high school. In the pursuit of these objectives, significant inconsistencies may have developed between the characteristics of applicants sought by employers and those which are clearly necessary for successful job performance.

A number of standardized procedures have been developed by employers to assist in the appraisal of job applicants. The first step is job analysis and job description—to identify the duties and responsibilities of the job. This information provides a rational basis for the establishment of hiring standards which state the minimum and preferred personal and background characteristics needed to learn and perform the job satisfactorily. Applicant data are derived from a number of sources. Among the

more traditional ones are the application blank; the personal interview; reference checks; and, to a lesser extent, psychological tests. The information secured is then evaluated against the hiring standards, and a decision is made to hire or not to hire the applicant.

This study found, however, that the vast majority of firms did not possess job descriptions for key occupations at low skill levels. Consequently, the setting of hiring standards was a very informal process, with the requirements and preferences being no more than one or two individuals' notions of the kinds of employees needed. Moreover, since hiring standards were subjectively determined, they could be raised with little or no reference to the job's duties.

The standards were the more subjective because they were rarely written. One of the study's most persistent findings was the absence of written hiring standards in virtually all the occupational groups studied. As a result, each employment interviewer and/or supervisor may have tended to establish his own hiring standards with little reference to those communicated informally to him by the company. Thus, the hiring process became highly personalized, involving the individual judgments of one or more personnel specialists who may or may not have been relating an applicant's credentials to the job's tasks.

EVALUATING THE APPROPRIATENESS OF HIRING STANDARDS

The relationship between employer hiring standards—which encompass both minimum requirements and preferences—and job performance needs was tested in two ways. First, the variations in company hiring standards within and between the New York and the St. Louis SMSA's were observed. Second, the major personal characteristics of employees (age, sex, education, and previous work experience) were related to measures of job performance (earnings and supervisory ratings). The analysis indicated little or no relationship between hiring standards and job performance needs for all occupational groups in a significant percentage of the companies studied. Moreover, the existence of considerable variability in minimum requirements and preferences among employees for the same occupation demonstrated that even the most objectively determined hiring standards may be influenced by subjective considerations.

Variability in Hiring Standards for the Same Job

The study revealed significant variation in the minimum hiring standards and preferences for the same job, both within a geographical area and between areas. Factors on which variation was found included age, sex, education, previous work experience, appearance, and company policy on hiring

applicants with police records or workers who could not properly complete the application form. The appendix illustrates this variability for the 10 occupations studied in the New York and St. Louis SMSA's. The appendix also provides a suggested set of guidelines for hiring standards for each occupation.

Age. Despite Federal and State laws prohibiting the use of age as a hiring criterion, employers freely expressed age preferences. In virtually all of the 20 categories (10 occupations studied in New York and in St. Louis), a majority of the establishments expressed a preference for the 22- to 45-year-old age group. However, sizable industry minorities, and in the case of the New York wireworkers a majority, perceived no difference between age groups or preferred younger or older workers. Generally, they observed that age per se was not an important determinant of job performance and that applicants should be considered on the basis of other criteria, such as aptitude and interest. For example, in five occupations (hotel clerk, shipping and receiving clerk, arc welder, press feeder, and production-machine operator), from one-fifth to more than two-fifths of the companies in New York had no age preference.

In general, the St. Louis companies were more definitive in their age preferences. In the case of the wireworker, for example, whereas over two-thirds of the New York establishments had no preference,

three-fourths of the St. Louis companies preferred workers in the 22- to 45-year-old age group.

Sex. Again, despite legislative prohibitions, employers freely stated their sex preferences. In six of the 10 occupations a majority of the employers in both SMSA's expressed a preference for male workers. In the other four, sex preferences varied considerably within and between SMSA's. In the New York bank teller occupation, for example, roughly half of the establishments in the industry had no preference, about a third preferred men, and the balance women. In the case of wireworkers, approximately three-quarters of the New York plants preferred women, whereas the St. Louis establishments were roughly split among firms preferring women, preferring men, and having no preference.

Education. With the exception of some occupations in the New York SMSA, the industries were quite specific in their educational requirements and preferences. Both within and between SMSA's, employers' opinions varied considerably on the education required for successful job performance in the same occupation. For example, approximately two-fifths of the New York hotels specified no minimum educational level for hotel clerks, roughly one-quarter required a high school diploma, and one-fifth specified some high school; the balance accepted an eighth-grade education or were uncertain as to what the appropriate level should be. In contrast, in St. Louis about half required a high school diploma and approximately three-tenths some high school; the balance wanted an eighth-grade education, accepted less, or were uncertain.

Similar variability was expressed in employers' preferences. The New York hotel industry was roughly divided among "uncertain," some college, and lower educational requirements. And in St. Louis, approximately two-fifths of the companies preferred some college; one-fourth were uncertain; and the balance opted for an academic high school diploma, some high school, or a college degree. Furthermore, New York and St. Louis hotels differed significantly on the importance of education in their hiring decisions: Approximately three-fifths of the New York hotels considered it unimportant, but less than half as many in St. Louis shared this view.

Some contradictions in the data are noteworthy.

Roughly three-fifths of the New York hotels indicated that education was unimportant in their hiring decision, but about three-fifths specified some requirement. Thus, about one-fifth of the employers believed education to be unimportant yet still specified an educational minimum. A similar inconsistency existed in St. Louis.

The shipping and receiving clerk occupation provides another illustration. The minimum acceptable education in New York was some high school in about two-fifths of the establishments; approximately a third had no education minimum; and the balance were uncertain or had other requirements. On the other hand, in St. Louis about one-half of the establishments required a high school diploma, approximately a third some high school, and the balance an eighth-grade education or less.

Similar variability existed in employers' preferences and in the importance of education in the hiring decision. The industry segments which insisted on higher education levels stressed the link between education and the worker's ability to communicate and comprehend instructions and his promotion potential. Those who designated lower levels of education believed that other factors, such as attitude, aptitude, experience, and enjoyment of work, were more important ingredients of job success.

Work Experience. Previous work experience was almost universally desired. However, in occupations where the training periods for experienced and inexperienced workers differed by only a few weeks, there was some disagreement as to whether experience in the particular occupation was necessary or even preferable. In the occupations of cashier-checker in New York and wireworker in St. Louis, for example, a majority of the establishments preferred inexperienced workers. Sizable minorities of New York employers also preferred inexperienced applicants for the hotel clerk, shipping and receiving clerk, wireworker, and orderly occupations. These industry segments noted that inexperienced workers adjust quickly to the job, and, moreover, they preferred to train their own employees.

New York employers were more inclined than those in St. Louis to prefer inexperienced workers. For example, in the cashier-checker occupation, workers without previous work experience were pre-

ferred by almost two-thirds of the New York firms but by less than one-fifth of those in St. Louis.

Appearance. The appearance of white-collar workers was almost universally regarded as a key factor in hiring. In the blue-collar occupations, however, opinions on the significance of appearance varied both within and between areas. To illustrate, in the wireworker occupation, the New York firms were split evenly on the importance of appearance. In contrast, more than four-fifths of the St. Louis employers believed it to be important. St. Louis companies also placed more emphasis on appearance in hiring arc welders, press feeders, and production-machine operators.

The study also revealed that in all occupational groups, including white-collar and service jobs, the question of what constituted appropriate appearance was debatable. At a time when hair styles and clothing preferences have been changing rapidly, there is bound to be a considerable gap between organizational norms and many people's preferences. Consequently, applicants may have been barred from employment solely on the basis of appearance, for a worker who fails the appearance test has little opportunity to indicate his credentials or ability to perform the job.

Arrest Record. Policies on hiring workers with police records also varied greatly. For example, in the shipping and receiving clerk occupation, both in St. Louis and New York, employers were roughly split on hiring applicants with police records. And in the orderly occupation, less than one-tenth of the New York hospitals, versus roughly one-third of those in St. Louis, refused to hire workers with police records. Nearly all of the employers who considered workers with police records evaluated the particular offense in relation to the job's tasks and responsibilities. It should be noted that a ban on the hiring of these workers falls most heavily on the disadvantaged.

Application Form. In most occupational groups, especially in New York, a substantial proportion of the industry would not hire applicants who could not properly complete the application form. However, there were some differences of opinion, both within and between SMSA's. For example, for the New York orderly, about three-fifths of the hos-

pitals would not hire such applicants, whereas about two-fifths would consider them. In the case of the wireworker, roughly four-fifths of the New York firms would not hire these applicants, while nearly three-fifths of the St. Louis establishments would process them. Similar differences in viewpoint between the areas were evident for arc welders and production-machine operators.

For occupations in which the ability to read and write English is essential to job success, requiring proper completion of the application blank may be justifiable. Nevertheless, in most of these occupations, significant industry segments have continued to process and subsequently hire workers who do not meet this requirement. These employers appear to have discovered that requiring a worker to complete the application form may not be an appropriate means for determining whether he has the level of literacy required in a particular job. Moreover, employers who do not consider the ability to read and write critical to job success should not attach undue importance to an individual's ability to complete the application blank properly. But, apparently this was the case in the press feeder occupation in New York. Here, only about one-half of the industry members believed reading and writing English to be important for job success; yet some three-fourths refused to hire workers who could not properly fill out the application form.

Hiring Standards and Job Performance

The characteristics and qualifications of employees which employers required or preferred showed little relationship to job performance. The one exception was previous work experience.

Age. In only three of the 20 categories (10 occupations considered separately in the two SMSA's) was there any consistent relationship between age and job performance. This inconsistency existed despite a wide age range among the employees in each of the occupations. Even in the three occupational groups where a significant relationship occurred, the links between age and job performance

varied. For example, in the St. Louis salesperson, parts, occupation, even though one-half the firms preferred employees in the 22-to-30 age bracket, older workers received higher earnings and supervisory ratings. In contrast, younger St. Louis cashier-checkers and hotel clerks achieved higher earnings and supervisory ratings. In the former occupation group, approximately two-thirds of the companies preferred 30- to 45-year-old workers; in the latter occupation, about two-fifths of the hotels preferred workers 22 to 30 years old, some one-third the 30-to-45 age group, and one-fifth the 46-to-64 age category. Hence, most of the age preferences expressed by employers related only slightly, if at all, to the worker's ability to perform the job.

Sex. Analysis of employer sex preferences had to be limited to those occupation groups in which both male and female workers were employed in the same establishments. Here, the testing of employer preferences in relation to job performance yielded mixed results.

For New York and St. Louis bank tellers, men earned higher average incomes but received lower supervisory ratings, in a majority of the establishments which employed members of both sexes. The higher earnings of men are probably due, in part, to discriminatory pay practices. For New York hotel clerks, men and women earned about the same incomes, but men received significantly higher supervisory ratings. In contrast, in St. Louis male hotel clerks earned higher incomes but received lower supervisory ratings. And male and female wireworkers in both New York and St. Louis received about the same incomes and supervisory ratings.

These findings suggest that employers should carefully reevaluate their sex preferences.

Education. The link between years of education and job performance was evident in only three of the 20 categories—New York and St. Louis wireworkers and St. Louis cashier-checkers. In the other 17 groups, little or no difference in job performance could be attributed to differences in education. This lack of relationship existed despite the wide range of educational achievement possessed by workers in each of the occupation groups. These findings refute the thesis of many employers that the more education an applicant possesses, the better worker he is likely to be. Companies should consider lowering their minimum educational requirements and, at the same time, hiring applicants who fall closer to their minimum standards than to their preferred level.

Work Experience. When previous work experience in the occupations under study or in other jobs was related to job performance, consistent relationships were found in 10 instances. In seven (New York bank teller, arc welder, press feeder, and production-machine operator and St. Louis cashier-checker, arc welder, and wireworker), the link was between months of experience in the occupation under study and job performance; in three (New York arc welder and press feeder and St. Louis wireworker), a relationship was found between months of experience in other jobs and job performance. Because employees in all 20 groups varied greatly in their previous work experience, it appears that experience is a critical factor in job performance only in certain occupations.

HIRING STANDARDS AND PROFITS

Overstated hiring standards in terms of job performance needs impose two unnecessary costs on employers, thereby reducing profit potential. First, overqualified workers are screened in, which contributes to costly turnover. Second, qualified workers are screened out, increasing recruitment and related costs. Inappropriate hiring standards and preferences appeared to be an important cause of costly turnover in a major segment of virtually all of the 20 groups. While turnover resulted from many causes, material differences between industry hiring standards and job requirements were associated with high turnover. For example, turnover in a recent 2-year period averaged 40 percent among New York bank tellers and St. Louis orderlies, whose job performance showed little if any relationship to employer hiring standards.

Employers believed workers left their jobs principally to secure better positions. Indeed, the overqualified worker is more able to find alternative employment. He is also more likely to seek it if he is dissatisfied with his promotion possibilities. The study found that in 14 of the 20 groups, a majority, or close to a majority, of the companies regarded new hires as a key source of employees for later promotion. Yet, in most jobs, promotion possibilities were quite slim, with workers having less than 1 chance in 10 of being promoted in a 2-year

period. In the two occupations cited above (New York bank teller and St. Louis orderly), promotion possibilities were 17 percent and 6 percent, respectively. To further illustrate this point, approximately two-thirds of the firms in both areas viewed the wireworkers they employed as a key source of workers for higher level jobs, but actual promotion possibilities were less than 10 percent in New York and virtually nonexistent in St. Louis.

Unrealistic hiring minimums and preferences also appeared to have contributed to the labor shortages which were reported in virtually all the occupation groups studied. Given an existing supply of available labor, an employer, by his hiring standards, determines the segment of the labor pool from which he may draw his workers. If his hiring standards are overstated with respect to job performance needs, then he is unnecessarily restricting the number of prospective workers available to him. This self-imposed labor shortage can be costly in terms of unnecessary recruitment activity, overtime pay, inability to service customers properly, and all the other inefficiencies that result from an understaffed organization. It is also possible that employers are paying a higher wage bill than is necessitated by job performance needs. Thus, while a company with overstated hiring standards may operate more or less satisfactorily, its profit potential is reduced.

RECOMMENDATIONS TO EMPLOYERS

This study's findings suggest that employers would find it profitable to reassess their hiring minimums and preferences for entry and near-entry level jobs. Considerable variation in hiring standards for the same job and the lack of relationships between hiring standards, such as age, sex, education, and even experience in some cases, and job performance indicate that employers should seek other means for predicting job success. Such a tool might be the evaluation of certain worker traits (aptitude, interest, and temperament, for example). If a worker has the minimal communication skills required and the physical capacity to perform the job, these traits may determine whether he will succeed or fail. Indeed, an overwhelming majority of companies in all the occupational groups indicated that enjoyment of the job is one of the primary reasons for job success.

Not only should employers pay more attention to worker traits, they should also do so in a more objective manner. When employers assessed worker traits, they almost universally made subjective use of information obtained from the personal interview and the application blank. Wherever possible, these judgmental sources should be supplemented by more objective ones which can simply and inexpensively assess a worker's suitability for the job. The wire-

worker occupation provides an excellent example, since the worker's finger dexterity can readily be tested by a needle and thread test or some other equally simple device. Appropriate work samples should also be developed and utilized in other occupations. Of course, the most satisfactory test of all is the probationary or trial period.

Another, if not the most fundamental, step in reassessing hiring standards should be the development of a written statement of hiring minimums and preferences for major occupations at or near the entry level. These statements should be based on a careful analysis of job performance. Appropriate measures will depend on the nature of the job and the data available to the company. Once written hiring standards have been established, they should be evaluated periodically against job performance to validate a company's employment practices. The cost of establishing such an evaluation system will almost invariably be more than offset by the savings which flow from more realistic hiring standards. Moreover, a company will find that its employment interviewers are more effectively and consistently executing its employment policies. Finally, it can expect referrals from public and private employment agencies to adhere more closely to its hiring standards.

APPENDIX

VARIATIONS IN HIRING STANDARDS AND SUGGESTED HIRING STANDARD GUIDELINES

This appendix presents, in tabular form, the hiring standards for each of the 10 occupations in both areas studied. Thus, the listings contain a digest of the standards and preferences of employers at the time of the study. The statistical limitations of these data are described in the Note on Reliability of the Estimates.

Following the list of hiring standards for each occupation is a set of hiring standard guidelines for the occupation. The guidelines are a set of criteria derived from the collected information concerning sex, age, education, and work experience. These characteristics were selected because their relationship to the data on job performance could be tested. Moreover, they are the most critical elements in the employer's hiring decision.

The information on employers' stated preferences and the characteristics of workers employed in the occupation were compared with analyses of the job performance data. It should be pointed out that

there was significant variability among employers on all these criteria within each area and in some cases between the two areas. Where performance data supported the most frequently reported employer practice, that practice became the guideline. Where the data on job performance did not support that practice, the employee characteristic associated with superior performance was used. In both cases, where the results for the two areas differed, a range is shown as the guideline. The guidelines are thus a general set of rules which would, in most cases, yield a worker who would perform the job effectively, assuming he or she possesses the requisite worker traits.

A cautionary note: The guidelines on sex and age for some of the occupations cannot be applied arbitrarily to bring about results which would conflict with State and Federal laws prohibiting discrimination based on age or sex.

Note on Reliability of the Estimates

The data reported here are based on scientifically selected samples of both large and small companies in major industries in the New York and St. Louis Standard Metropolitan Statistical Areas. The study involved not just one sample, but rather 20 samples

of establishments—one for each of the 10 occupations surveyed in each of the two SMSA's.

In each establishment included in the samples, data were secured from personnel directors, employment supervisors, and interviewers, as well as from the rec-

ords of workers in the occupation being studied. For each occupation, the sample included all of the large firms in the chosen industry groups and a random sample of the remaining firms. When the data for the smaller firms were combined with those for the large firms to represent all firms in the selected industry groups, the data for small firms were weighted inversely to the sampling fraction by which they were chosen. For example, if 20 out of 50 firms were chosen, those selected were assigned weights of 2.5.

Since the estimates presented here are based on samples, they may differ from the figures that would have been obtained in a canvass of all the firms in the specified industry groups. The standard error is a measure of the variations that might occur by chance because only a sample of the population is surveyed. The chances are about 95 out of 100 that an estimate based on the sample would differ from a complete canvass by less than twice the standard error. The following tabulation, which shows the range encompassed by two standard errors in the various samples, thus gives a rough indica-

tion of the margin of error in the percentages presented in this appendix.

<i>Estimated percentage</i>	<i>Range of two standard errors (in percentage points) for—</i>	
	<i>Arc welder and cashier-checker in both New York and St. Louis</i>	<i>All other occu- pations in both New York and St. Louis¹</i>
0 to 14 or 86 to 100	± 6	± 5
15 to 29 or 71 to 85....	± 12	± 10
30 to 70	± 18	± 15

¹With the exception of salesperson, parts, in the New York area, for which percentages are not presented, because data could be obtained from only 13 establishments.

To illustrate: Take the estimate for bank tellers that 86 percent of the New York employers would hire inexperienced workers in this occupation. Reference to the preceding tabulation shows that the range of two standard errors for this estimate is ± 5 percentage points. Thus, the chances are 95 out of 100 that the “true” percentage, based on a complete canvass of such employers, would fall somewhere between 81 percent and 91 percent.

Arc Welder

Hiring Standards

	<i>New York</i>	<i>St. Louis</i>
Hire inexperienced?.....	85% No	40% No
Prefer previous work experience?.....	98% Yes	100% Yes
How important are references?.....	17% Important	100% Important
How long to train experienced worker?.....	2.0 weeks	2.4 weeks
How long to train inexperienced worker?.....	66 weeks	22 weeks
Reasons to reject.....	Inexperienced Unstable employment record Lack of interest in job	Poor employment record Lack of interest in job
Tests for screening?.....	90% No	90% No
Hiring decision based on ability to perform this job or higher job?.....	100% This job	95% This job
Men versus women.....	95% Men 5% No difference	100% Men
Age group preferred.....	60% 30 to 45 32% No difference 5% 46 to 64 3% 22 to 30	60% 30 to 45 25% 22 to 30 10% 46 to 64 5% 19 to 21
Policy on hiring persons under 21.....	51% Favorable	10% Favorable
Marital status preferred.....	74% Married 26% No difference	100% Married
Minimum level of education required.....	82% None 8% Some high school 5% High school 5% Eighth grade	70% Eighth grade 30% Less than eighth grade
Equally qualified in all respects except education, prefer . . .	53% Vocational high school 37% Uncertain 10% Read and write	55% Vocational high school 20% Some high school 10% Less than eighth grade 10% Read and write 5% Other
How important is education?.....	89% Unimportant	76% Unimportant
How important is ability to read and write English?.....	84% Important	90% Important
If worker is unable to complete application form, how does this affect decision to hire?.....	70% Not hire	15% Not hire

Attempt made to determine worker's aptitude?	7% Yes	100% Yes
Attempt made to determine worker's interest and/or temperament?	52% Yes	100% Yes
Attempt made to determine worker's personality?	100% No	5% No
How important is appearance?	95% Unimportant	19% Unimportant
Attempt made to determine worker's physical capacity?	52% Yes	100% Yes
Hire workers with police records?	52% Yes	76% Yes
Does worker's record of stability of employment affect decision to hire?	52% No	5% No
Does worker's record of family stability affect decision to hire?	100% No	85% No

Hiring Standard Guidelines

Sex: Male.¹

Age: 22 to 64.

Education: Minimum level—eighth grade.

Experience in other jobs: Not essential.

Experience as arc welder: Desirable.

¹ State and/or Federal law prohibits discrimination in employment based on sex.

Bank Teller

Hiring Standards

	<i>New York</i>	<i>St. Louis</i>
Hire inexperienced?	86% Yes	83% Yes
Prefer previous work experience?	90% Yes	88% Yes
How important are references?	75% Important	100% Important
How long to train experienced worker?	2.8 weeks	2.4 weeks
How long to train inexperienced worker?	7.2 weeks	11 weeks
Reasons to reject	Appearance Poor job potential	Previous work history Criminal record Appearance
Tests for screening?	77% No	52% No
Hiring decision based on ability to perform this job or higher job?	74% This job	66% This job
Men versus women	59% No difference 31% Men 10% Women	60% No difference 30% Women 10% Men
Age group preferred ²	33% 30 to 45 30% 22 to 30 18% 19 to 21 15% No difference 5% 46 to 64	64% 30 to 45 30% 22 to 30 6% 19 to 21
Policy on hiring persons under 21	70% Favorable	10% Favorable
Marital status preferred	76% No difference 24% Married	51% No difference 49% Married
Minimum level of education required	52% High school 24% Some high school 20% None 4% Eighth grade	64% High school 34% Some high school 2% Eighth grade
Equally qualified in all respects except education, prefer	63% Academic high school 10% College degree 10% Vocational high school 10% Other 5% Read and write 2% Some high school	76% Academic high school 16% Some high school 8% Some college
How important is education?	78% Important	100% Important
How important is ability to read and write English?	95% Important	100% Important

² Breakdown for New York does not add to 100 percent because of rounding.

If worker is unable to complete application form, how does this affect decision to hire?.....	86% Not hire	88% Not hire
Attempt made to determine worker's aptitude?.....	100% Yes	100% Yes
Attempt made to determine worker's interest and/or temperament?.....	100% Yes	100% Yes
Attempt made to determine worker's personality?.....	100% Yes	100% Yes
How important is appearance?.....	100% Important	100% Important
Attempt made to determine worker's physical capacity?.....	95% Yes	100% Yes
Hire workers with police records?.....	72% No	98% No
Does worker's record of stability of employment affect decision to hire?.....	100% Yes	98% Yes
Does worker's record of family stability affect decision to hire?.....	86% No	20% No

Hiring Standard Guidelines

Sex: Female.³

Age: No preference.

Education: Minimum level—some high school.

Experience in other jobs: Not essential.

Experience as bank teller: Not essential.

³ State and/or Federal law prohibits discrimination in employment based on sex.

Cashier-Checker

Hiring Standards

	<i>New York</i>	<i>St. Louis</i>
Hire inexperienced?.....	100% Yes	95% Yes
Prefer previous work experience?.....	58% No	14% No
How important are references?.....	66% Important	79% Important
How long to train experienced worker?.....	1.0 weeks	1.2 weeks
How long to train inexperienced worker?.....	2.2 weeks	7.0 weeks
Reasons to reject.....	Appearance Poor work history Tests	Appearance Age Poor work history
Tests for screening?.....	80% Yes	47% Yes
Hiring decision based on ability to perform this job or higher job?.....	78% This job	86% This job
Men versus women.....	83% Women 8% No difference 9% Men	95% Women 5% No difference
Age group preferred.....	44% 30 to 45 38% 22 to 30 13% No difference 5% 19 to 21	67% 30 to 45 28% 22 to 30 5% 19 to 21
Policy on hiring persons under 21.....	78% Unfavorable	51% Prohibited 43% Unfavorable
Marital status preferred.....	56% No difference 44% Married	76% Married 19% No difference 5% Single
Minimum level of education required.....	36% Some high school 25% None 22% Eighth grade 9% Uncertain 8% High school	60% Some high school 25% High school 10% Uncertain 5% Eighth grade
Equally qualified in all respects except education, prefer....	44% Academic high school 32% Uncertain 14% Some college or college degree 10% Some high school	37% Academic high school 21% College degree 21% Some college 16% Some high school 5% Vocational high school
How important is education?.....	45% Important	76% Important
How important is ability to read and write English?.....	69% Important	76% Important
If worker is unable to complete application form, how does this affect decision to hire?.....	61% Not hire	95% Not hire

Attempt made to determine worker's aptitude?	60% No	55% No
Attempt made to determine worker's interest and/or temperament?	55% No	10% No
Attempt made to determine worker's personality?	56% Yes	100% Yes
How important is appearance?	83% Important	100% Important
Attempt made to determine worker's physical capacity?	83% Yes	84% Yes
Hire workers with police records?	67% Yes	55% Yes
Does worker's record of stability of employment affect decision to hire?	83% Yes	95% Yes
Does worker's record of family stability affect decision to hire?	69% No	67% No

Hiring Standard Guidelines

Sex: Female.⁴

Age: No preference.

Education: Minimum—eighth grade to some high school.

Experience in other jobs: Not essential.

Experience as cashier-checker: Not essential.

⁴ State and/or Federal law prohibits discrimination in employment based on sex.

Hotel Clerk

Hiring Standards

	<i>New York</i>	<i>St. Louis</i>
Hire inexperienced?.....	64% Yes	87% Yes
Prefer previous work experience?.....	73% Yes	96% Yes
How important are references?.....	79% Important	69% Important
How long to train experienced worker?.....	2.0 weeks	1.9 weeks
How long to train inexperienced worker?.....	5.2 weeks	4.2 weeks
Reasons to reject.....	Poor work history Poor personality Poor appearance	Poor appearance Poor work history Poor personality
Tests for screening?.....	100% No	94% No
Hiring decision based on ability to perform this job or higher job?.....	99% This job	79% This job
Men versus women.....	59% Men 37% No difference 4% Women	44% Women 33% No difference 23% Men
Age group preferred.....	36% 30 to 45 28% 22 to 30 21% No difference 10% 46 to 64 5% 65 and over	42% 22 to 30 34% 30 to 45 20% 46 to 64 4% No difference
Policy on hiring persons under 21.....	80% Unfavorable	100% Unfavorable
Marital status preferred.....	54% No difference 41% Married 5% Single	50% No difference 26% Married 24% Single
Minimum level of education required.....	42% None 27% High school 21% Some high school 5% Uncertain 5% Eighth grade	53% High school 29% Some high school 10% Less than eighth grade 4% Uncertain 4% Eighth grade
Equally qualified in all respects except education, prefer . . .	37% Uncertain 31% Some college 20% Academic high school 12% Read and write	44% Some college 25% Uncertain 18% Academic high school 7% College degree 6% Some high school
How important is education?.....	58% Unimportant	28% Unimportant
How important is ability to read and write English?.....	100% Important	100% Important
If worker is unable to complete application form, how does this affect decision to hire?.....	83% Not hire	100% Not hire

*New York**St. Louis*

Attempt made to determine worker's aptitude?	39% Yes	46% Yes
Attempt made to determine worker's interest and/or temperament?	100% Yes	100% Yes
Attempt made to determine worker's personality?	100% Yes	96% Yes
How important is appearance?	96% Important	96% Important
Attempt made to determine worker's physical capacity?	50% Yes	75% Yes
Hire workers with police records?	63% Yes	39% Yes
Does worker's record of stability of employment affect decision to hire?	73% Yes	85% Yes
Does worker's record of family stability affect decision to hire?	83% No	83% No

Hiring Standard Guidelines

Sex: No preference.

Age: No preference.

Education: Minimum—some high school.

Experience in other jobs: Not essential.

Experience as hotel clerk: Not essential.

Orderly

Hiring Standards

	<i>New York</i>	<i>St. Louis</i>
Hire inexperienced?	90% Yes	100% Yes
Prefer previous work experience?	61% Yes	90% Yes
How important are references?	79% Important	67% Important
How long to train experienced worker?	2.4 weeks	3.6 weeks
How long to train inexperienced worker?	5.4 weeks	15 weeks
Reasons to reject	Poor employment record Criminal record Fail physical exam	Poor appearance Poor attitude Criminal record
Tests for screening?	75% No	88% No
Hiring decision based on ability to perform this job or higher job?	85% This job	97% This job
Men versus women	100% Men	100% Men
Age group preferred	45% 30 to 45 33% 22 to 30 17% No difference 5% 19 to 21	39% 30 to 45 36% 22 to 30 9% 19 to 21 7% 46 to 64 5% Under 18 4% No difference
Policy on hiring persons under 21	85% Unfavorable	66% Unfavorable
Marital status preferred	65% No difference 25% Married 10% Single	76% No difference 19% Married 5% Single
Minimum level of education	30% Some high school 25% Eighth grade 24% Less than eighth grade 16% None 5% High school	38% Eighth grade 21% Some high school 18% Less than eighth grade 15% High school 5% Other 3% None
Equally qualified in all respects except education, prefer	36% Academic high school 29% Uncertain 15% Less than eighth grade 15% Some high school 5% Vocational high school	87% Academic high school 11% Some high school 2% Uncertain
How important is education?	75% Important	65% Important
How important is ability to read and write English?	71% Important	95% Important
If worker is unable to complete application form, how does this affect decision to hire?	59% Not hire	85% Not hire

	<i>New York</i>	<i>St. Louis</i>
Attempt made to determine worker's aptitude?	62% No	54% No
Attempt made to determine worker's interest and/or temperament?	56% No	33% No
Attempt made to determine worker's personality?	62% Yes	79% Yes
How important is appearance?	94% Important	88% Important
Attempt made to determine worker's physical capacity?	100% Yes	95% Yes
Hire workers with police records?	95% Yes	69% Yes
Does worker's record of stability of employment affect decision to hire?	70% Yes	84% Yes
Does worker's record of family stability affect decision to hire?	95% No	95% No

Hiring Standard Guidelines

Sex: Male.⁵

Education: Minimum—eighth grade.

Experience in other jobs: Not essential.

Experience as orderly: Not essential.

⁵ State and/or Federal law prohibits discrimination in employment based on sex.

Press Feeder

Hiring Standards

	<i>New York</i>	<i>St. Louis</i>
Hire inexperienced?.....	53% Yes	75% Yes
Prefer previous work experience?.....	82% Yes	91% Yes
How important are references?.....	51% Important	89% Important
How long to train experienced worker?.....	1.2 weeks	4.8 weeks
How long to train inexperienced worker?.....	16 weeks	20 weeks
Reasons to reject.....	Poor work history Inexperience Poor impression in interview	Poor work history Lack of aptitude for job Lack of interest in job
Tests for screening?.....	73% No	90% No
Hiring decision based on ability to perform this job or higher job?.....	89% This job	56% This job
Men versus women.....	93% Men 7% Women	91% Men 5% Women 4% No difference
Age group preferred.....	38% No difference 23% 22 to 30 23% 19 to 21 16% 30 to 45	51% 22 to 30 34% 30 to 45 8% 19 to 21 7% No difference
Policy on hiring persons under 21.....	75% Favorable	53% Favorable
Marital status preferred.....	62% No difference 33% Married 5% Single	68% Married 28% No difference 4% Single
Minimum level of education required.....	32% Some high school 27% Less than eighth grade 17% Eighth grade 12% None 6% High school 6% Other	49% Eighth grade 19% High school 16% Less than eighth grade 12% Some high school 4% Other
Equally qualified in all respects except education, prefer . . .	41% Some high school 23% Vocational high school 22% Uncertain 8% Academic high school 6% Less than eighth grade	30% Some high school 27% Academic high school 24% Vocational high school 9% Some college 6% Less than eighth grade 4% Other
How important is education?.....	78% Unimportant	47% Unimportant

	<i>New York</i>	<i>St. Louis</i>
How important is ability to read and write English?	55% Important	97% Important
If worker is unable to complete application form, how does this affect decision to hire?	78% Not hire	63% Not hire
Attempt made to determine worker's aptitude?	88% No	18% No
Attempt made to determine worker's interest and/or temperament?	99% No	21% No
Attempt made to determine worker's personality?	99% No	27% No
How important is appearance?	67% Unimportant	12% Unimportant
Attempt made to determine worker's physical capacity?	71% Yes	80% Yes
Hire workers with police records?	91% Yes	66% Yes
Does worker's record of stability of employment affect decision to hire?	88% Yes	96% Yes
Does worker's record of family stability affect decision to hire?	94% No	96% No

Hiring Standard Guidelines

Sex: Male.⁶

Age: No preference.

Education: Minimum level—eighth grade.

Experience in other jobs: Not essential.

Experience as press feeder: Not essential.

⁶ State and/or Federal law prohibits discrimination in employment based on sex.

Production-Machine Operator

Hiring Standards

	<i>New York</i>	<i>St. Louis</i>
Hire inexperienced?	92% Yes	100% Yes
Prefer previous work experience?	91% Yes	100% Yes
How important are references?	73% Unimportant	96% Unimportant
How long to train experienced worker?	2.6 weeks	2.9 weeks
How long to train inexperienced worker?	29 weeks	14 weeks
Reasons to reject	Attitude Poor work history	Poor work history Attitude
Tests for screening?	Insufficient response	92% No
Hiring decision based on ability to perform this job or higher job?	95% This job	73% This job
Men versus women	96% Men 4% Women	90% Men 10% No difference
Age group preferred	58% 30 to 45 22% No difference 15% 22 to 30 5% 19 to 21	62% 30 to 45 28% 22 to 30 10% 19 to 21
Policy on hiring persons under 21	72% Favorable	18% Favorable
Marital status preferred	85% Married	86% Married
Minimum level of education required	78% None 13% Some high school 2% High school 7% Other	49% Less than eighth grade 38% Eighth grade 7% Some high school 6% High school
Equally qualified in all respects except education, prefer	58% Vocational high school 23% Uncertain 11% Read and write 6% Some high school 2% Academic high school	39% Vocational high school 29% Less than eighth grade 22% Some high school 4% Read and write 3% Academic high school 3% Other
How important is education?	77% Unimportant	70% Unimportant
How important is ability to read and write English?	58% Important	93% Important
If worker is unable to complete application form, how does this affect decision to hire?	49% Not hire	24% Not hire
Attempt made to determine worker's aptitude?	11% Yes	100% Yes

Attempt made to determine worker's interest and/or temperament?.....	66% Yes	100% Yes
Attempt made to determine worker's personality?.....	5% Yes	100% Yes
How important is appearance?.....	15% Important	94% Important
Attempt made to determine worker's physical capacity?.....	43% Yes	100% Yes
Hire workers with police records?.....	58% Yes	80% Yes
Does worker's record of stability of employment affect decision to hire?.....	81% Yes	97% Yes
Does worker's record of family stability affect decision to hire?.....	98% No	76% No

Hiring Standard Guidelines

Sex: Male.⁷

Age: No preference.

Education: Minimum level—eighth grade.

Experience in other jobs: Not essential.

Experience as production-machine operator: Not essential.

⁷ State and/or Federal law prohibits discrimination in employment based on sex.

Salesperson, Parts

Hiring Standards

	<i>New York^a</i>	<i>St. Louis</i>
Hire inexperienced?	7 firms Yes	71% No
Prefer previous work experience?	12 firms Yes	84% Yes
How important are references?	10 firms Important	75% Important
How long to train experienced worker?	20 weeks	8.5 weeks
How long to train inexperienced worker?	27 weeks	33 weeks
Reasons to reject	Poor attitude Inability to communicate Inability to pass physical exam	Poor work history Evidence of dishonesty Lack of aptitude for work
Tests for screening?	Insufficient response	77% No
Hiring decision based on ability to perform this job or higher job?	9 firms This job	52% This job
Men versus women	11 firms Men 2 firms No difference	100% Men
Age group preferred	8 firms No difference 3 firms 30 to 45 2 firms 46 to 64	56% 22 to 30 28% 30 to 45 8% 46 to 64 8% No difference
Policy on hiring persons under 21	9 firms Favorable	30% Favorable
Marital status preferred	8 firms No difference 5 firms Married	59% Married 41% No difference
Minimum level of education required	4 firms Some high school 3 firms Less than eighth grade 3 firms High school 2 firms None 1 firm Other	44% High school 32% Some high school 8% None 8% Other 4% Some college 4% Eighth grade
Equally qualified in all respects except education, prefer . . .	4 firms Academic high school 3 firms College degree 2 firms Some high school 2 firms Other 1 firm Some college 1 firm Less than eighth grade	38% Academic high school 34% Vocational high school 14% Some high school 10% Some college 4% College degree

^a The data reported here represent a sample size of 13 establishments, and thus no generalizations should be made. Accordingly, the data are presented where appropriate in terms of number of establishments rather than percentages.

	<i>New York</i>	<i>St. Louis</i>
How important is education?.....	7 firms Important	80% Important
How important is ability to read and write English?.....	13 firms Important	100% Important
If worker is unable to complete application form, how does this affect decision to hire?.....	13 firms Not hire	96% Not hire
Attempt made to determine worker's aptitude?.....	13 firms Yes	79% Yes
Attempt made to determine worker's interest and/or temperament?.....	13 firms Yes	71% Yes
Attempt made to determine worker's personality?.....	13 firms Yes	92% Yes
How important is appearance?.....	10 firms Important	96% Important
Attempt made to determine worker's physical capacity?.....	13 firms Yes	76% Yes
Hire workers with police records?.....	9 firms No	67% No
Does worker's record of stability of employment affect decision to hire?.....	12 firms Yes	100% Yes
Does worker's record of family stability affect decision to hire?.....	13 firms No	60% No

Hiring Standard Guidelines

Sex: ~~Male~~.⁹

Age: No preference.

Education: Minimum level—~~some~~ high school.

Experience in other jobs: Not essential.

Experience as salesperson, parts: Not essential.

⁹ State and/or Federal law prohibits discrimination in employment based on sex.

Shipping and Receiving Clerk

Hiring Standards

	<i>New York</i>	<i>St. Louis</i>
Hire inexperienced?	87% Yes	64% Yes
Prefer previous work experience?	78% Yes	85% Yes
How important are references?	63% Important	69% Important
How long to train experienced worker?	2.7 weeks	7.5 weeks
How long to train inexperienced worker?	12 weeks	18 weeks
Reasons to reject	Poor or unclean appearance Poor attitude Poor work history	Poor work history Lack of experience No apparent potential
Tests for screening	58% No	88% No
Hiring decision based on ability to perform this job or higher job?	73% This job	69% This job
Men versus women	82% Men 18% No difference	96% Men 4% No difference
Age group preferred	46% No difference 27% 22 to 30 19% 30 to 45 4% 46 to 64 4% 19 to 21	42% 22 to 30 42% 30 to 45 12% No difference 4% 46 to 64
Policy on hiring persons under 21	81% Favorable	30% Favorable
Marital status preferred	52% No difference 48% Married	60% Married 40% No difference
Minimum level of education required	43% Some high school 31% None 9% Less than eighth grade 9% Other 4% High school 4% Eighth grade	52% High school 29% Some high school 15% Eighth grade 4% Less than eighth grade
Equally qualified in all respects except education, prefer . . .	38% Some high school 19% Academic high school 15% Uncertain 14% Less than eighth grade 10% Vocational high school 4% Some college	67% Academic high school 11% Vocational high school 8% Some high school 5% Some college 5% Other 4% Read and write
How important is education?	52% Unimportant	21% Unimportant
How important is ability to read and write English?	100% Important	100% Important

If worker is unable to complete application form, how does this affect decision to hire?.....	99% Not hire	89% Not hire
Attempt made to determine worker's aptitude?	92% Yes	73% Yes
Attempt made to determine worker's interest and/or temperament?	96% Yes	73% Yes
Attempt made to determine worker's personality?.....	100% Yes	76% Yes
How important is appearance?	83% Important	89% Important
Attempt made to determine worker's physical capacity?.....	100% Yes	96% Yes
Hire workers with police records?	59% No	52% No
Does worker's record of stability of employment affect decision to hire?	99% Yes	87% Yes
Does worker's record of family stability affect decision to hire?	83% No	75% No

Hiring Standard Guidelines

Sex: Male.¹⁰

Age: No preference.

Education: Minimum level—eighth grade.

Experience in other jobs: Not essential.

Experience as shipping and receiving clerk: Not essential.

¹⁰ State and/or Federal law prohibits discrimination in employment based on sex.

Wireworker

Hiring Standards

	<i>New York</i>	<i>St. Louis</i>
Hire inexperienced?	100% Yes	100% Yes
Prefer previous work experience?	66% Yes	42% Yes
How important are references?	68% Unimportant	96% Important
How long to train experienced worker?	3.0 weeks	2.5 weeks
How long to train inexperienced worker?	8.4 weeks	10 weeks
Reasons to reject	Attitude Physical defects Poor work history	Poor record No aptitude
Tests for screening?	83% No	96% No
Hiring decision based on ability to perform this job or higher job?	94% This job	73% This job
Men versus women	79% Women 21% Men	36% Women 25% Men 39% No difference
Age group preferred	69% No difference 11% 46 to 64 10% 22 to 30 6% 30 to 45 4% 19 to 21	54% 30 to 45 23% 22 to 30 15% No difference 4% 46 to 64 4% 19 to 21
Policy on hiring persons under 21	60% Favorable	15% Favorable
Marital status preferred	51% No difference 49% Married	74% Married 26% No difference
Minimum level of education required	74% None 10% Less than eighth grade 6% Some high school 5% Other 5% Eighth grade	62% Eighth grade 23% Less than eighth grade 8% High school 7% None
Equally qualified in all respects except education, prefer . . .	39% Uncertain 39% Less than eighth grade 16% Some high school 5% Vocational high school 1% College degree	43% Vocational high school 30% Some high school 19% Academic high school 4% Less than eighth grade 4% Other
How important is education?	99% Unimportant	41% Unimportant
How important is ability to read and write English?	56% Important	92% Important

*New York**St. Louis*

If worker is unable to complete application form, how does this affect decision to hire?.....	79% Not hire	42% Not hire
Attempt made to determine worker's aptitude?.....	100% Yes	81% Yes
Attempt made to determine worker's interest and/or temperament?.....	86% Yes	89% Yes
Attempt made to determine worker's personality?.....	100% Yes	89% Yes
How important is appearance?.....	50% Important	85% Important
Attempt made to determine worker's physical capacity?.....	95% Yes	92% Yes
Hire workers with police records?.....	70% Yes	89% Yes
Does worker's record of stability of employment affect decision to hire?.....	61% Yes	92% Yes
Does worker's record of family stability affect decision to hire?.....	100% No	96% No

Hiring Standard Guidelines

Sex: No preference.

Age: No preference.

Education: Minimum level—eighth grade.

Experience in other jobs: Not essential.

Experience as wireworker: Not essential.



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